

Grade 8 Integrated Language Arts Unit

Lesson 1: Life in a Refugee Camp

Connections to Financial Literacy

In this lesson, students will have an emerging understanding of the difference between wants and needs. In developing a better understanding of this relationship, and recognizing that inequalities amongst members in their own communities puts some members at a disadvantage, the students will *“develop the habits of mind and heart that are necessary for good citizenship”* (A Sound Investment: Financial Literacy Education in Ontario Schools, p. 5).

In addition, this lesson will focus on developing and understanding of:

- social, ethical and environmental implications of financial decisions;
- active citizenship.

Lesson 1 integrates:

- Language Arts
 - Reading
 - Writing
- Geography
 - Migration
- The Arts
 - Drama

Curriculum Expectations

Language Arts

Overall Expectations:

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific Expectations:

Demonstrating Understanding

1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

Making Inferences/Interpreting Texts

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

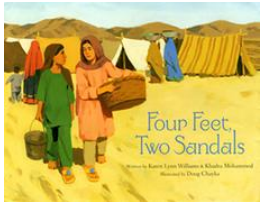
Extending Understanding

1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

Point of View

1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

Writing 1. generate, gather, and organize ideas and information to write for an intended purpose and audience 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	Purpose and Audience 1.1 identify the topic, purpose, and audience for more complex writing Voice 2.2 establish a distinctive voice in their writing appropriate to the subject and audience, Producing Drafts 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations
Geography	
Overall Expectations:	Specific Expectations:
Migration 1. identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society	- identify the push and pull factors that influence people to move (e.g., <i>push</i> : drought, war, lack of freedom, discrimination and persecution; <i>pull</i> : employment opportunities, security, climate)
Drama	
Overall Expectations:	Specific Expectations:
B2. apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	Reflecting, Responding, and Analysing: B2.1 construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level
Learning Goals	
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> • explain what a refugee camp is and its purpose; • demonstrate an understanding of push and pull factors; • read and respond to the perspectives of others through discussion and written forms; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas; • use a graphic organizer to collect and organize their ideas; • transfer information from the graphic organizer to synthesize and consolidate their understanding. 	

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>Readiness: For success in this lesson, students should have had exposure to writing letters and using graphic organizers.</p> <p>Instructional Strategies:</p> <p>Voices in the Head. A convention used to deepen students' understanding of a conflict or a difficult choice facing a character in the drama. The student representing the character remains silent while others standing behind speak out to express the thoughts and feelings the character might be experiencing at this point. (<i>The Ontario Curriculum Grades 1-8 : The Arts- Revised ~ Glossary of Terms</i>)</p>	<ul style="list-style-type: none"> immigration migration push factor pull factor refugee camp 	<p>Minds On</p> <ul style="list-style-type: none"> LCD Projector Computer Grade 8 Appendix 1-1: Refugee Camp Images Grade 8 BLM 1-1: Graphic Organizer <p>Action</p> <ul style="list-style-type: none"> <i>Four Feet, Two Sandals</i>, by Karen Lynn Williams Large index cards <p>Consolidation</p> <ul style="list-style-type: none"> Chart paper Markers  <p><i>Four Feet, Two Sandals</i>, By Karen Lynn Williams</p> <ul style="list-style-type: none"> ISBN-10: 0802852963 ISBN-13: 978-0802852960 <p>This is a story about two young girls, Lina and Feroza, living in a refugee camp in Pakistan. When relief workers arrive with a shipment of clothing, 10 year old Lina is thrilled to find a beautiful yellow sandal only to discover that another girl, Feroza has found the other. The two girls soon realize that there are <i>four feet</i> and only <i>two sandals</i>. This story takes the reader through the daily life, struggles, fears and uncertainties of living in a refugee camp, while revealing the value of true friendship and sacrifice.</p>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:****What is a refugee Camp?**

- Students are put into groups of 3 or 4.
- Provide each group an image of a refugee camp (**Grade 8 Appendix 1-1***).
- Each group is provided a copy of **Grade 8 BLM 1-1: Graphic Organizer**
- The group members work together to complete the graphic organizer.
- Students select and use evidence from the visual text to determine what 'they know for sure' versus 'what they think they know'
- After they have had time to work with the single picture at their table group, the teacher might provide students with the opportunity to view other images selected by their peers.
- The teacher will then show the PowerPoint Slideshow (**Appendix 1-1**) to the entire class, letting the students know that all of the images are connected to the same theme.
- Students should view the video at least two or three times. Viewing the video of all of the images together will reveal more details about their single image.
- After they have had the opportunity to view the video, students are given the opportunity to add or delete ideas from their graphic organizer.
- Finally, students are asked to make an inference about what a *refugee camp* might be.
- Each group is provided an opportunity to share their final inference with the whole class.

*The teacher will need to select and print images from Appendix 1-1.

A for L Assessment **for** learning

Through the group graphic organizer the teacher will be able to get a better understanding of what the students already know about a refugee camp and through their conversations may determine further understanding that can built on throughout the lesson.



Differentiated Instruction

Providing students choice when selecting their image will allow students to select based on their own interests or background knowledge, leading to greater student success.

This activity provides students with an opportunity to be a participant in the discussion or an observer, thereby creating a safe environment for all learners and an entry point into learning.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:****Four Feet, Two Sandals.****Description:****(Before Reading)**

- Students are gathered as a whole class. They are shown the cover of the picture book, *Four Feet, Two Sandals*.
- The teacher asks:
 - *Predict what the story may be about?*
 - *Why have you made that prediction?*

(During Reading)

- The story is read aloud by the teacher.
- The teacher reads up to the point in the story where Lina and Feroza meet at the water hole and Feroza gives back the other sandal.
- The teacher prompts students to turn to a learning partner and talk about what they would do if they were in Lina and Feroza's position and come up with a plan for the sandals.
- Have various pairs of learning partners share their possible solutions to the sandal problem.
- The teacher continues to read and show the illustrations in the picture book up to the point in the story where Lina and Feroza are at the school window and are practicing writing letters in the sand.
- At this point the students will use **voices in the head** strategy, to provide their interpretation of the character's thoughts:
 - A student is selected to play either Lina or Feroza. This student will be quiet and sit as a representation of the chosen character.
 - Three more students are selected to stand behind the Character(student seated on chair as Lina or Feroza), and be the thoughts in the character's head at this point in the story.
- The teacher may prompt the drama by stating:
 - *We know that life is difficult for Lina and Feroza. They gather water*

**Differentiated Instruction**

By using a picture book and reading aloud, students who may require the text to be read to them, can better participate in the activities.

The Voices in the Head activity allows students to interpret and infer through their own understanding, and share their ideas orally.

and take care of others in the refugee camp. They are also forbidden to go to school; only boys are allowed to attend school. How might they be feeling? What might be the voices in their heads.

- The three voices can speak at any time and offer what the character might be thinking about not being allowed to attend school like the boys.
- Once the voices in the head activity is completed, the teacher continues to read.
- The teacher stops reading when Lina discovers her name is on 'the list' which means she will be heading to America
- Repeat the voice in the head activity with Feroza with the prompt:
 - *What is Feroza thinking at this moment?*
- Repeat with Lina as the character and what she may be thinking at this moment.
- After the second *Voices in the Head* activity, continue to read until the story is finished.

(After Reading)

- Explain to students that they will be writing letters as one of the main characters in the story (Lina or Feroza).
- As a whole class generate a list of what they might include in a letter written by Feroza, as well as a letter written by Lina.
- Students will write a letter which one of the characters might write to the other once Lina moves to America; the letter will be written from the perspective of the character they have chosen (i.e. using that character's voice.)
- The students are given a large index card on which to write their letter.
- After students have had the chance to write their letters they are asked to share them in voice over fashion:
 - Students arrange themselves in a circle with their backs to each other and their eyes closed.
 - They hold their letters in their hands. As the teacher walks around the circle he/she taps a student on the shoulder. That student begins to read his/her letter aloud. As soon as another

Assessment as learning

Opportunity to Co-Construct Criteria on

Writing a Letter in Role

e.g.

- The letter is written from first person point of view as the character and not as yourself
- The letter includes information about events in character's life

Assessment as learning

Before the final draft of the letter is submitted, the teacher should provide each child with descriptive feedback, based on the specific criteria generated by the class.

Assessment of learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has "Met" and "Not Yet Met" the expectations of writing a letter in role.

Teachers are encouraged to provide the students with descriptive feedback (feedback which explicitly references the co-constructed criteria).

student's voice is heard, they fade their voice out and take note of where they left off as they may be asked to read aloud again.

- After the reading of the letters, the students will have had the opportunity to hear the ideas of others, which may assist them when revising their own work.
- Provide students with time to revise and edit their letters. Direct their attention to the co-constructed criteria to guide their revisions.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Whole Class Discussion

- Students are provided with a definition of push and pull factors:

Pull factors. In migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous locations.

Push factors. In migration theory, the social, political, economic, and environmental forces that drive people from their previous locations to search for new ones.

(*The Ontario Curriculum: History and Geography, 2004* ~ Glossary p. 82)

- With the given definitions, students are asked to identify any possible push or pull factors in the story, *Four Feet, Two Sandals*.
- The teacher records the students' ideas on chart paper.
- The teachers asks the students:
 - *What might Lina now have living in America that Feroza would not?*
- The students turn to discuss their ideas with a *learning partner* before ideas are shared as a whole class.

Example of chart to record student responses:

<i>Four Feet, Two Sandals</i>	
Push Factors	Pull Factors

Critical Challenge:

Imagine that Lina is a real immigrant who is coming to Canada. What do you think it would be like for her and her family?

How would their life in Canada be different from those who already live here?

What do you believe Lina and her family will need to do in order to create a life in Canada? How might they go about doing that?

What struggles might they face in their new country?

Note: This whole class discussion will help to prepare students for the next lessons within the unit.

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